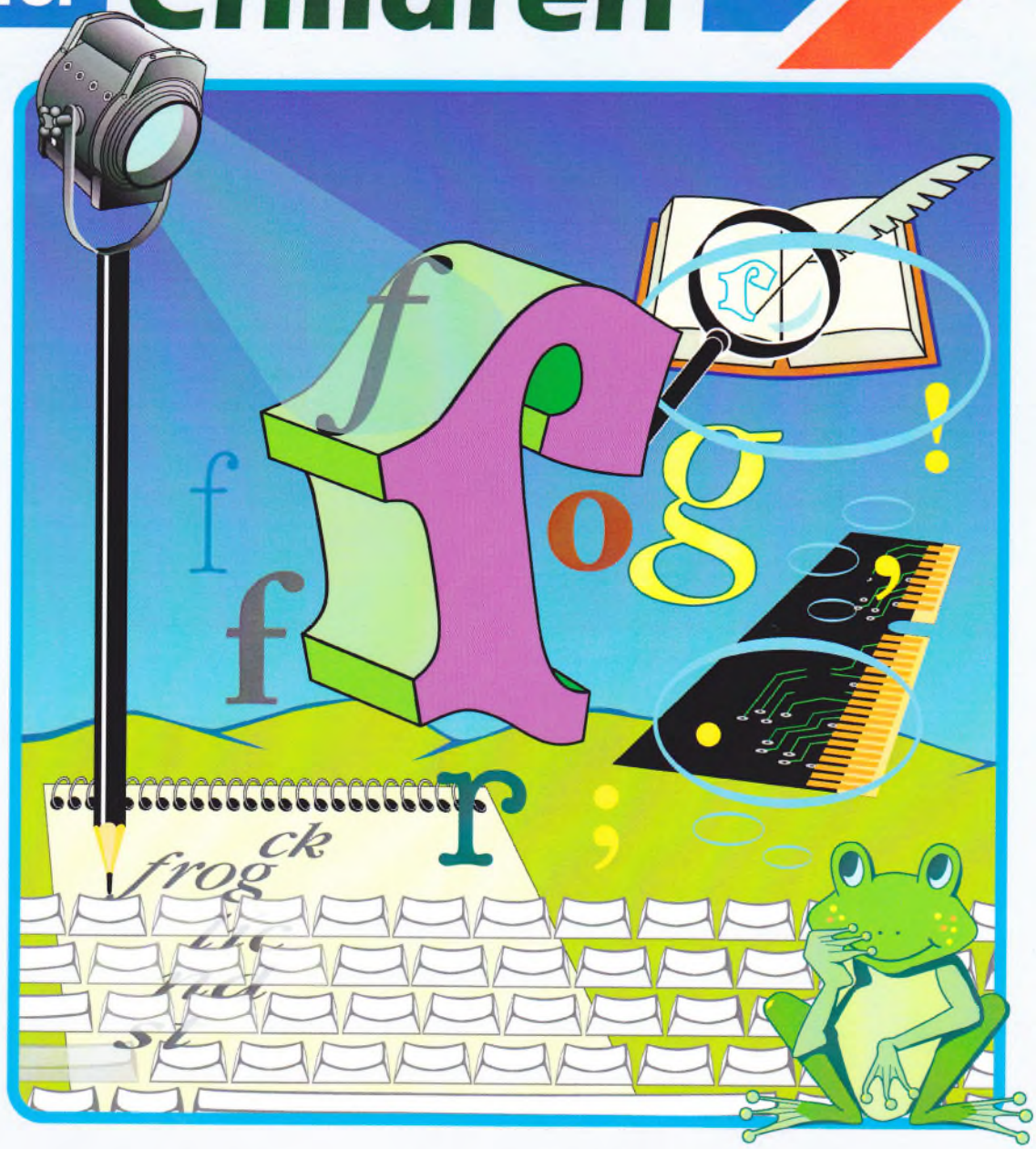
Kathi Wyldeck

Grammar and Vocabulary Games for Children



British Edition

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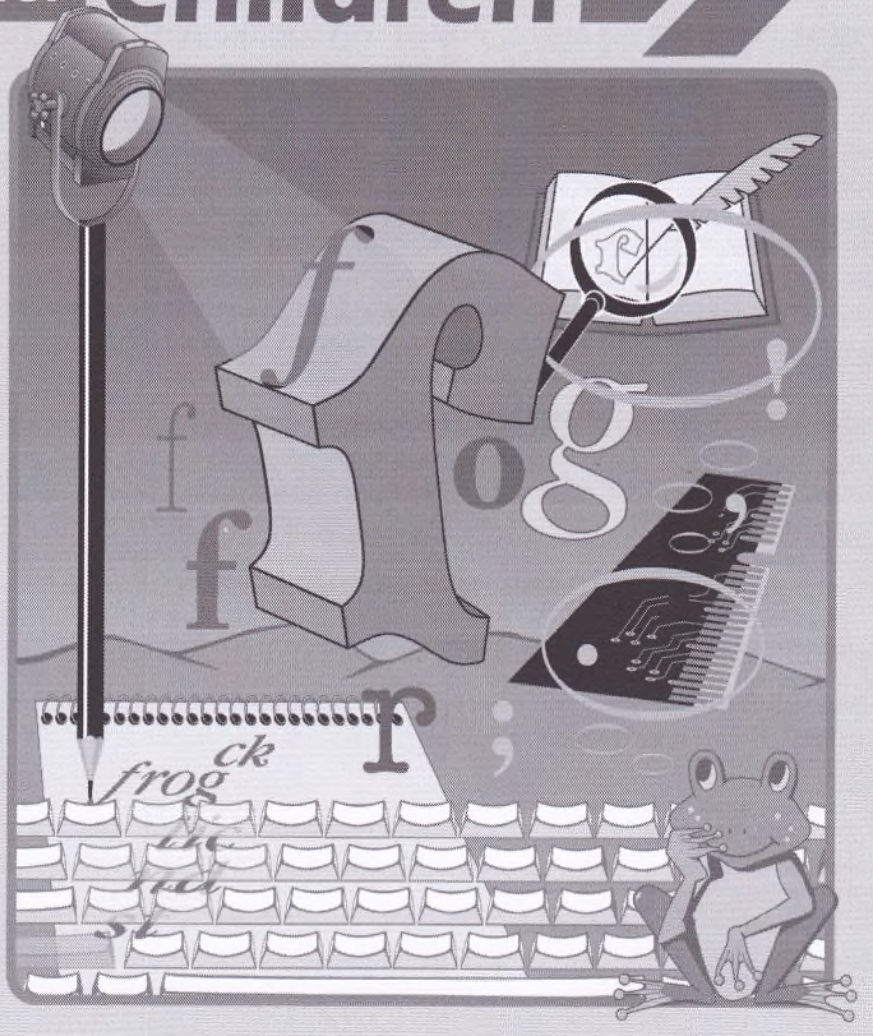

British Edition

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Dedicated to my grandparents,
Ernest and Marie Vines,
who gave me a love and respect
for the English language.

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With many thanks to *Marcus Cremonese* for designing the front cover of this book. As an artist and medical illustrator, he can be contacted through his website at www.medicalillustration.com.au

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This little book provides teachers and home-schooling parents with an assortment of fun activities to help teach and practise grammar and vocabulary skills.

Most of the games are active and require plenty of space. The school hall, the playground or other open area would be ideal.

At the end of a formal lesson, when children may be getting restless or losing concentration, these learning activities will act as a reward for hard work, or for keeping restless children's minds active while, at the same time, allowing them to let off steam.

Several games are very useful for ESL teachers who may wish to practise vocabulary and listening comprehension with their ESL students. All of the games require the children to listen and concentrate carefully on words and instructions that the Games Leader calls out, and children who need practice with following instructions, and concentrating on a set task, will be strengthened by these exercises.

If children do not have the knowledge required to play a particular game, then the Games Leader (teacher or parent) can give a lesson on the topic before starting the activity. By concentrating on the lesson, the children will be rewarded with the fun of a game at the end of their efforts.

The directions for quite a few of the games in this book involve "team" or "group" play, but these instructions can be easily modified for smaller groups of players. For home-schooling families of just two or three children, where the directions for a game use the word "team" or "group", just substitute the word "player", so that instead of having, say, three teams competing against each other in a race, you will have three players racing each other. In a relay where each member of a team may run once, ask the individual players in a small group to run two or three times instead. With most of the games in this book, single players can also enjoy the activities with a parent, and instead of competition between children, these single players can play the games just for the sheer pleasure of having fun and learning.

The second half of the book contains signs and answer sheets that will be needed to play the games. Just photocopy the pages as required for the games you choose to play.

The activities are suitable for children between the ages of seven and thirteen. There are fifty games in all. Have fun and enjoy the book.

Game #1)

Alphabet Sounds:

Give the children two or three letters of the alphabet to remember, and ask them to sit in a circle on the floor. Tell the players that you are going to say a word, and that they must listen to see if the word starts with one of their letters. If it does, they must get up, run around the circle clockwise, and try to be the first to sit back down in their place. The first one sitting down scores a point. The children should keep their own scores and at the end of the game, see who the winner is. Examples of words that could be called out are:

apple, ant, boy, bee, coat, cat, David, drum, egg, elephant, frog, fox, goat, girl, hen, hill, ink, igloo, jug, Jack, koala, kite, lemon, lion, moon, mother, octopus, ox, pool, pan, queen, quiet, rain, rabbit, snake, socks, train, tree, uncle, ugly, van, vase, whale, wet, X-ray, xylophone, zoo, zebra.

Game #2)

Noun Types:

Prepare three signs (from page 38 of the appendix), each with one of these words: Common, Proper or Abstract. Stick them on three different walls of the room and point them out to the children. Tell the players that you are going to call out some nouns, and the children are to decide whether the word is a common, proper or abstract noun. As soon as they know, they should run to the correct sign on the wall. The first child to reach the correct sign wins a point. Children should keep their own scores to find a winning player at the end of the game. Possible examples of words to use could be:

Common	**Proper**	**Abstract**
Desk	Jack	Love
Chair	Mr. Brown	Sadness
Ant	Korea	Hunger
Cup	Dr. Smith	Heat
Dog	Sydney	Noise

Game #3)

Verb Tenses:

Sort the children into pairs and ask each pair to sit down on the floor, facing each other, in a line with all the other pairs. Ask the players to stretch their legs straight out with feet touching their partner's. Tell the players that once the game starts, it is very important for them to keep their knees down and their legs still and straight, or they might get trodden on. Give each pair of players a verb tense, either present, past, perfect or future.

To play the game, read out a simple sentence, or even just say a verb in a particular tense. The players representing that tense must get up and run down to

the end of the line, stepping between each pair of legs as they go. Then they must run behind their side of the line, back to the other end and then down between the legs and back to their places. The first player to sit back in his place wins a point for his side of the line. Continue the game until everyone has run two or three times, and see which side of the line has scored the most points. Examples of sentences to call out could include:

a) Mary loves her dad. (Present)
b) Peter goes to school. (Present)
c) David fell over. (Past)
d) Anna jumped onto the chair. (Past)
e) I will go to church on Sunday. (Future)
f) We have written some stories. (Perfect)
g) John looks happy. (Present)
h) Sam has ridden his bike to the shops. (Perfect)
i) Emma went to Jane's house. (Past)
j) Adam will fly his kite. (Future)
k) Ben has been to town. (Perfect)

Game #4)

Nouns, Verbs & Adjectives:

Draw three big circles on the floor with chalk. Label one circle "Noun", another one "Verb" and the third one "Adjective". Tell the children that you are going to say a word and they must decide if it is a noun, verb or adjective. As soon as they have decided, they should run and stand inside the correct circle. Those who go to the correct circle, and can fit inside it, are safe. Those who go to the wrong circle, or who are too late to fit into the right one, are "Dead". "Dead" players should stand next to the Games Leader and can help by taking turns to call out words from the list. Keep playing until the circles can hold all the remaining players. These are the winners. Words for the list could include:

Noun	**Verb**	**Adjective**
Cat	Run	Pretty
Tree	Jump	Soft
Girl	Go	Red
Jenny	Have	Five
Tom	Is	Slow
Australia	Make	Hot
New York	Do	Sad
Mrs. Jones	Swim	Happy
Pencil	Sing	Fast
Noise	Were	Quiet

Game #5)

Adverb Types:

Place the children into three groups and give each group a set of three signs labelled "Time", "Manner" and "Place" (from page 39 of the appendix). Sit the children on the floor, in their groups, in front of you, and tell them that you are going to say an adverb (or a sentence with an adverb in it). The players must decide whether it is an Adverb of Time, Manner or Place, and quickly hold up the correct sign. The first group showing the correct sign scores a point. Keep track of team scores until there is an obvious winning group. Examples of adverb sentences, with adverbs italicised are:

a) *Today* I turn nine. (Time)
b) Peter fell *over*. (Place)
c) You speak *quickly*. (Manner)
d) I will come home *soon*. (Time)
e) Mrs. Evans talks *quietly*. (Manner)
f) James jumps *high*. (Place)
g) Get *up* and go *outside*. (Place)
h) Jack runs *fast*. (Manner)
i) *Tomorrow* is Monday. (Time)
j) Eat your dinner *now*. (Time)
k) I looked *down* and saw a snake. (Place)
l) Peter talks *loudly*. (Manner)

Game #6)

Case of Pronouns:

This game is especially for ESL pupils. Give each child two signs, one saying "Right" and the other saying "Wrong" (from page 40 of the appendix). Sit the players on the floor in front of you and tell them that you are going to say some sentences containing pronouns. Sometimes the sentences will be right, and sometimes one of the pronouns will be in the wrong case. The children must listen, and then hold up one of their signs to show the Games Leader if the sentence was right or wrong. Correct answers score a point and each child can keep his own score to find a winner. Examples of sentences could be:

a) John gave a book to *her*. (Right)
b) This is *she's* shoe. (Wrong)
c) That is *mine*. (Right)
d) Here is *him* toy. (Wrong)
e) *Her* is a tall girl. (Wrong)
f) *They* are coming home soon. (Right)
g) *Them* are his. (Wrong)
h) I went with *he*. (Wrong)
i) Wendy gave *us* a present. (Right)
j) The pen is *her*. (Wrong)

Game #7)

Prepositions, Verbs & Pronouns:

Draw three lines across the floor with chalk, so that the room is divided into thirds. Name each third either "Prepositions", "Verbs" or "Pronouns". Tell the children that you are going to call out a word that will be either a preposition, a verb or a pronoun, and that they must decide which one it is. As soon as they know, they should run and stand in the correct third of the room. The first child to reach the correct place scores a point. Children can keep their own scores so that a winner can be found at the end of the game. Examples of the selected parts of speech could include:

Preposition	**Verb**	**Pronoun**
In	Sing	I
On	Talk	They
Under	Walk	Us
Down	Am	Him
With	Has	Their
To	Is	Ours
At	Come	Mine
For	Sleep	You

Game #8)

Conjunctions:

Divide the children into three or four teams and give each group a marker pen and some sheets of paper. Let the children in each team choose a "Writer" to hold the pen and write the required words, another child as the "Displayer" to hold the sign up for the Games Leader to see, and the rest of the children to be the "Thinkers". Tell the players that you are going to say some sentences, each of which will contain a conjunction. The Thinkers must think of the conjunction being used and tell the Writer to write it down. The Displayer must then grab the sign and show it clearly to the Games Leader. The first team with the correct sign displayed scores a point. Keep score to select a winning team. Examples of sentences could include:

a. Mark ate a sausage *and* Jenny ate an apple.
b. I should come *but* it is raining.
c. *If* you go to the pool, I will be there.
d. *Although* it was dark, we couldn't sleep.
e. Do your work *until* I tell you to stop.
f. Peter jumps higher *than* Sam does.
g. *When* you arrive, we will go out.
h. Kate was sick *so* she went to bed.
i. *Unless* you have a watch, you will be late.
j. Wendy painted a picture *because* she likes painting.

Game #9)

Articles:

This game is fun for all children, but is especially helpful to ESL students who often find choosing the correct article very difficult. Give each child three signs saying "the", "a" and "an" (from page 41 of the appendix), and sit the players down in front of you. Tell them that you are going to say some sentences with the articles left out. It is the children's job to decide which article is needed and then to hold up their correct sign. The first child with the correct sign up wins a point. Find the winner at the end of the game. Sentences to read out might be:

a) I ate..... egg. (an)
b) Then I ate ..... banana. (a)
c) Jill has ..... new toy. (a)
d) Please get ..... book that is on ..... table. (the)
e) Sam has ..... sister and two brothers. (a)
f) ..... television is too loud. (the)
g) Mr. Evans bought..... red car. (a)
h) What is ..... time? (the)
i) That is our house. It is ..... oldest house in .... street. (the)
j) You should eat ..... orange every day. (an)
k) I saw ..... little mouse. (a)
l) David saw ..... octopus. (an)
m) ..... ant is on the table. (an)
n) ..... train we wanted to catch is late. (the)

Game #10)

Vocabulary #1:

The following two games can be used to test any vocabulary you like. Just change the words and categories as you please. These games are especially suitable for ESL students, but can be enjoyed by all children just for fun:

Sort the children into pairs and ask each pair to sit down on the floor, facing each other, in a line with all the other pairs. Ask the players to stretch their legs straight out with feet touching their partner's. Tell the players that once the game starts, it is very important for them to keep their knees down and their legs still and straight, or they might be trodden on. Give each pair of players a category, such as Food, Animal or Transport. More than one pair can belong to the same category.

To play the game, say a word belonging to one of the selected categories. The players representing that category must get up and run down to the end of the line, stepping between each pair of legs as they go. Then they must run behind their side of the line, back to the other end and then down between the legs and back to their places. The first player to sit back in his place wins a point for his side of the line. Continue the game until everyone has run two or three times, and see which side of the line has scored the most points. Examples of words in the above categories could include those shown ahead:

Food	Animal	Transport
Apple	Wolf	Car
Tomato	Pig	Bus
Chicken	Cow	Train
Broccoli	Shark	Motorbike
Sausages	Lion	Lorry
Plum	Platypus	Yacht
Potato	Rabbit	Fire engine
Grapes	Duck	Bike
Cheese	Fox	Rocket

Game #11)

Vocabulary #2:

Label the four walls of the room with a different category of vocabulary to be tested. For example: Musical Instruments, Clothes, Jobs, Landscapes (see page 42 of the appendix). Tell the children that you are going to say a word and that they must run to the correct wall to show which category the word belongs to. The first child to reach the correct wall wins a point. Keep score to find a winner. Words to include in the above categories could include:

Instruments	Clothes	Jobs	Landscapes
Harp	Jumper	Electrician	Beach
Violin	Dress	Teacher	Desert
Piano	Skirt	Doctor	Mountain
Gong	Tie	Dentist	Grassland
Guitar	Shirt	Carpenter	Cliff
Drum	Shoes	Labourer	Island
Trumpet	Trousers	Builder	Farmland
Bagpipes	Hat	Scientist	Glacier

Game #12)

Vowel Lengths:

Remind the children that vowels can be pronounced three ways: short, medium and long. (There is a phonics list included in the appendix on page 44, for revision of these sounds). In the school hall, or outside in the playground, the Games Leader is to choose three walls to represent the words LONG, SHORT and MEDIUM. Put a sign for each word up on the walls (from page 43), so that the children know which way to run. Explain to the children that you are going to say a word, and that the players must listen and think about whether the word contains a short, long or medium vowel. Then the children must run to the correct sign. The first child to reach the correct sign scores a point. Keep playing for as long as the

children are enjoying the game, and at the end of it, ask for the children's scores. See which child has the highest score. Three cheers to the winner. Examples of words that could be given are shown below:

Long vowels	Short vowels	Medium Vowels
eye, tie, go, tree, grey, say	Jack, cot, log, big, sat, cat	hair, man, bear,
meat, seat, feet, cute, bake	mat, dog, pig, mug, cup,	corn, bath, fan,
bike, light, goat, boat, lake	sock, dress, cliff, duck, fun	ear, care, deer

(Tell the children that you are trusting them to be honest in keeping and giving their correct scores. Cheats should be disqualified and given extra homework).

Game #13)

That Crazy "y" Guy:

Sit the children in a big circle on the floor, and then go around naming every child as either a "Consonant", a "Short i", a "Long i" or a "Long e". There should be about a quarter of each type on the circle, spread out randomly, or at every fourth place on the circle. Explain to the players that you are going to call out a word that will contain a "y" in it, either at the beginning of the word, in the middle of it or at the end. The children must quickly think whether the "y" is acting like a vowel or a consonant. If it is acting like a consonant, all the children that have been labelled as "Consonants" must get up and run around the outside of the circle in a clockwise direction and get back to their places as quickly as possible. The first player home scores a point. If the word that has been called out uses the "y" as a vowel, the children must decide by themselves whether the "y" is acting like a "Short i", a "Long i" or a "Long e". Those children labelled with the correct vowel sound must get up and dash around the circle and back to their places. The first one home scores a point. If a player gets up when he shouldn't have, he scores a negative point, but can keep playing the game and try to score positive points to catch up. Keep playing for as long as the children are enjoying themselves. At the end of the game, see who has scored the most points. Three cheers to the winner. Examples of words could include those shown below:

Consonant	Long i
yellow, yak, yacht, yarn	cry, fry, dry, my,
yesterday, Yorkshire	by, fly, shy, rhyme
yard, yodel, yell, yeast	type, psychologist
year, yawn, yolk	hypotenuse, dyke

Short i	Long e
Egypt, physics, pyjamas	baby, lady, cosy
gymnastics, analysis	happy, hobby, story
myth, oxygen, pyramid	puppy, study, busy
symmetrical, system	
hymn, rhythm	

Game #14)

Phonic Grid Relay:

Prepare four sheets of paper (see page 45), each with a grid containing an assortment of different phonic groups, like the one shown below:

or	ar	aw	ng	ph	wh	oa	ay
oy	ai	oi	nk	u..e	i..e	a..e	o..e
oo (short)	th (hard)	ch	sh	igh	....y	ee	ea
..y	ey	au	er	ir	ur	ear	are
oo (long)	th (soft)	kn	ew	air	ow	lazy end	ie

Now, place the children into four teams and stand them in straight lines, ready for a relay, at one end of the room. At the other end of the room, place the grids on the floor, in line with each team. Hand a felt-tipped pen to the first child on each team. Explain to the children that you are going to call out a word which will contain one of the phonic groups shown on their grids (e.g. "boat" → "oa"). The first child on each team must run down, write the word next to the correct phonic group on his grid, without talking, and run back to his team, handing the pen to the second in line. The first child should now stand at the back of the line.

As soon as the first team to complete their word is ready for a new word, the Games Leader should call it out. The slower teams must remember the new word while they wait for their pens to come back home. The game should carry on until all the children have had a turn, or until all the words have been called out. The winning team is the one with the most correct answers on their phonic grid sheets. Three cheers to the winners. Words to be called out could include:
sport (or), thief (ie), tart (ar), sister (lazy end), photo (ph), whale (wh), today (ay), coat (oa), now (ow), claw (aw), wing (ng), toy (oy), flute (u..e), moon (long oo), donkey (ey), brain (ai), soil (oi), pink (nk), hair (air), burn (ur), knee (kn), spine (i..e), gate (a..e), chips (ch), shops (sh), night (igh), book (short oo), baby (....y), chew (ew), sauce (au), girl (ir), fern (er), this (hard th), near (ear), with (soft th), care (are), tree (ee), seat (ea).

Game #15)

Simon Says:

This game is fun for all children, but is especially good practice for ESL children in vocabulary building and listening comprehension. The Games Leader takes on the name of "Simon" for this game and calls out commands which the children must follow, provided the command is begun by "Simon says". If a command is given without "Simon says" before it and a child performs the command, he is out. The Games Leader calls out commands quickly, so the children must act fast, without too much time to think. As the players get caught out, there will finally be only one player left as the winner. Simon can also give the command "Simon says freeze",

and once said, any further command given, even if Simon says it, must be ignored until the command, "Simon says unfreeze" is given.
e.g.) Simon says hands on your heads, Simon says hands on your knees, Simon says jump, *lie on the floor,* Simon says lie on the floor, Simon says freeze, *Simon says stand on your left leg, Simon says stand on your right leg, unfreeze, stand on both legs,* Simon says unfreeze, Simon says put your hands on your hips, *freeze,* Simon says to bow, Simon says to curtsy, *put your head on the floor,* Simon says hold the hand of the player next to you, *put your fingers in your ears...*
(All the italicised commands must be ignored, as Simon didn't say them, or they were frozen).

Game #16)

Know that Noun:

Remind the children about the five types of nouns: common (ordinary things), proper (special names), collective (collections and groups), abstract (ideas and feelings), gerund (actions ending in *ing*). Using the signs for the noun types on pages 46 & 47, display them on five different parts of the hall (or playground).
Tell the children that you are going to call out a word and that they have to decide whether it is common, proper, collective, abstract or gerund. As soon as the children have decided, they should run to the correct sign. Have a few practice turns, and then warn the children that the last child to reach the correct sign will be taken out of the game. Also, any child who starts to run to the wrong sign will be taken out of the game. These children can help the Games Leader call out some more nouns to the children remaining in play. Keep playing until there is only one player left in the game. This child is the "Noun Champion"! Examples to call out could include:

Common	Proper	Collective
duck, pen, dog	Henry, Mark	group, herd, flock
beach, tree, boy	Africa, London	bunch, fleet, mob
cup, pig, sky	Mt. Everest	school, pod, pack
film, book, bird	Mr. Evans	audience, crowd

Abstract	Gerund
dream, beauty	running
love, thirst, war	shopping
sadness, noise	reading
danger, peace	playing

Game #17)

Who am I?

Each child is given a male or female animal identity, which is unknown to themselves, but is shown to the others by a sticker on their forehead. The idea of this game is for the children to discover their identity, *without talking*, and then to find their partner and form male/ female pairs. To find out what animal and gender each player is, the children must help each other by looking at each other's stickers and then giving clues through actions and animal noises, *but without talking*. For example, for a bull, a child could display two big horns on his head. For a cow, a child could say "moooo" and show her udders. At the end of the game, the children should be lined up along the hall, with cow and bull, fox and vixen, cock and hen, boar and sow, and so on, all standing in their pairs.

Game #18)

I Went to the Shops and .....

This is a *pronoun* game. Draw six big circles on the floor (or ground) with chalk. Make the circles big enough for the children to be able to stand inside. Write one of these pronouns inside each circle: I, you, he, she, it, they.

Tell the children that you are going to the shops to see someone or buy something. If you see a boy or man, the children must jump inside the "he" circle. If you see a girl or woman, they must choose the "she" circle, and if you see several people, the children should jump into the "they" circle. If you buy an item that is of neuter gender, the "it" circle will be chosen, and if you buy a masculine or feminine item, the children must run to the correct circle. No points need to be scored, and no children should get out. Just play the game for fun. To start each game, say:
"I went to the shops and I saw....." or "I went to the shops and I bought..."
Examples of people or items to be called out could include:

- I went to the shops and I saw...

Myself in the mirror, my reflection in the glass: **I**

- I went to the shops and I saw...

All of you children: **you**

- I went to the shops and I saw...

John, Peter, Mr. Smith, Henry, David, Simon, Mr. Evans, the policeman: **he**

- I went to the shops and I saw...

Lots of people, big crowds, mothers and fathers, children and adults: **they**

- I went to the shops and I bought...

Some fruit, some meat, some milk, some cheese, some bread, some butter: **it**

- I went to the shops and I saw...

Mary, Jane, Ann, Jenny, Mrs. Brown, the waitress, the aviatrix, the queen: **she**

- I went to the shops and I bought...

A bull, a ram, a drake, a gander, a fox, a stag, a stallion, a billy-goat, a boar: **he**

- I went to the shops and I bought...

A cow, a sow, a doe, a hen, a ewe, a nanny-goat, a mare, a vixen, a goose: **she**

Game #19)

Adjective or Not?

Name each of the four walls of the room one of the following: noun, pronoun, descriptive adjective and limiting adjective (see pages 48 & 49). Tell the children that you are going to call out three words. If the three words are nouns, the children must run to the "Noun Wall", if they are pronouns, the children should go to the "Pronoun Wall", and if the words are adjectives, the children must decide whether to run to the "Descriptive Wall" or "Limiting Wall". If the three words are a mixture of the parts of speech, the children should sit down on the floor. The first child to the correct wall or onto the floor scores a point. Keep playing for as long as the children are having fun. Then see who has scored the most points. Three cheers to the winner. Examples of words and categories could include:

Noun	Pronoun
cat, dog, rat,	he, she, it,
sadness, heat,	they, we, you,
happiness, boy	I, me, us, them

Descriptive Adjective	Limiting Adjective
pink, yellow, old, new	many, last, first, few,
big, little, angry, happy	five, enough, seven,
sad, clever, bad, good	earlier, much, later,

Game #20)

Verb Triplets

Using page 50 of the appendix, prepare three sheets of lined paper with numbers from 1 to 15 down the left hand margin. Place the sheets on the floor down at one end of the room. Leave a pencil on top of each sheet for the children's use during the game. Now, sort the children into three teams. The first team is called the "Actions", the second team is called the "Tenses" and the third team is called the "Styles". Stand the teams at the other end of the room, in line with their sheets of paper. Give each player in the "Actions" team one of the following names: "Doing", "Being" or "Having". Give each player in the "Tenses" team one of the following names: "Present", "Past" and "Future". Give each player in the "Styles" team one of the following names: "Simple", "Continuous" and "Perfect. (There may be two or three players with the same name in each team, depending on the numbers of children that are playing).

Now, tell the children that to play the game, you are going to call out a sentence. The first team must decide whether the sentence uses a doing, being or having verb. The second team must decide which tense the sentence is in, and the third team must decide on the main style of tense used. Once each team has made its decision, the children should send one of their players down to the other end of the room to mark his answer on the sheet of paper. Once the players are back home,

call out another sentence, and carry on until every player has run at least once. At the end of the game, collect the answer sheets, and see which team has the most correct answers. Three cheers to the winners. Sentences to call out could include:

1) The dynamite blew up. (Doing, past, simple)
2) I found the gold. (Doing, past, simple)
3) Jill will be skiing next week. (Doing, future, continuous)
4) The hen has laid an egg. (Doing, present, perfect)
5) Dan is ten years old. (Being, present, simple)
6) Where have you been? (Being, present, perfect)
7) I had gone to bed. (Doing, past, perfect)
8) Judy will have painted a picture by now. (Doing, future, perfect)
9) George has a new camera. (Having, present, simple)
10) Dad will be here tonight. (Being, future, simple)
11) The clouds were drifting across the sky. (Doing, past, continuous)
12) Jack is being good today. (Being, present, continuous)
13) I like bananas. (Doing, present, simple)
14) Michael will go to France next year. (Doing, future, simple)
15) Sarah has had enough to drink. (Having, present, perfect)

Game #21)

Race of the Adverbs:

Sit the children down on the floor in a big circle, with legs crossed, and tell them that they are all adverbs. Walking around the circle, give each player an adverb identity. The first child could be an Adverb of Manner, the second an Adverb of Time, the third an Adverb of Place, and the fourth an Adverb of Quantity, and so on around the circle.

Now tell the children that you are going to call out a sentence. They must all listen and work out what type of adverb has been used. The children who belong to that adverb type must then get up, race around the circle, in a clockwise direction, and try to be the first back to their places. The first player home wins a point. If a player gets up with the wrong identity, he must sit back down, uncross one leg and put it straight out, to show that he has made a mistake. This player is not out of the game and can keep playing. If any player with a leg out gets up at the wrong time again, he must put both legs straight out. If this player makes a third mistake, he is out of the game. Keep playing and let the children gain points, or put their legs out, for as long as the players are having fun. Then find the winning player. Sentences could include some of the following:

1) Jill reads *slowly*. (Manner)
2) Tim spells *badly*. (Manner)
3) We came home *late*. (Time)
4) Look *up there*. (Place)
5) The weather is *really* cold. (Quantity)

6) They will arrive *soon.* (Time)
7) It is *extremely* hot in a sauna. (Quantity)
8) *Yesterday* was my birthday. (Time)
9) Please come *here*, Julie. (Place)
10) The earthquake hit *suddenly*. (Manner)
11) The birds in the trees sing *sweetly*. (Manner)
12) Go *inside* and get your coat. (Place)
13) David was *so* cold that his lips turned blue. (Quantity)

Game #22)

Vocab Victors:

This game is helpful in practising and testing vocabulary in ESL students, but can also be played just for fun by native English speakers. For groups of native English speakers only, use more difficult vocabulary to make the game more challenging. Using pages 51 & 52 of the appendix, place five signs around the hall or playground with one of the following names on each:
Weather & Seasons; Food & Drink; Landscapes; Buildings; Household Items

Stand the children in the middle of the room and tell them that this game is for vocab practice. When you call out a word, the children are to run to the correct sign to show that they understand which category the word belongs to. The first player to the correct sign wins a point. Keep playing for as long as the children are enjoying themselves, and then find a winner.

For greater competition, take the last player to reach the sign, or players who go to the wrong sign, out of the game. The winner will be the only player remaining in the game at the end. The players who are taken out of the game can help by calling out words from the vocab list. The vocab list could look something like the following:

Weather & Seasons	Food & Drink	Landscapes	Buildings	Household Items
hurricane	pizza	countryside	igloo	sink
blizzard	orange	city	wigwam	spoon
rain	banana	desert	mansion	television
snow	eggs	mountain	skyscraper	broom
flood	milk	plain	flat	saucepan
tornado	cheese	valley	castle	toilet
wind	sausages	island	tent	oven
storm	bread	glacier	palace	washing machine

Game #23)

Parts of Speech Bingo:

Prepare a set of "Bingo" cards for each player, using pages 53 to 59 in the appendix. Every child should have 2 or 3 of each part of speech to play the game. You may wish to cut the sheets up into separate cards yourself, or if you have enough scissors, ask the children to cut their own sheets up into "parts of speech" squares. Now, ask the children to sort their bingo cards into neat little piles for each part of speech, so that the cards can be easily chosen during the game. Tell the children that you are going to call out a word, and that they have to decide (quietly to themselves, without speaking) to which part of speech the word belongs. As soon as they know, they must put the correct part of speech onto the floor in front of them. Give them five seconds to think, before calling out the correct answer. The children with the right answer can keep their cards on the floor. Those who have chosen the wrong answer must remove them. Now call out the next word and repeat the game. Carry on until someone has five bingo cards in a row. This player should call out "Bingo!" and has won that round. Keep playing for as long as the children are having fun. Examples of parts of speech are shown below.

Noun	Verb	Pronoun	Adjective	Adverb	Conjunction
dog	do	it	pretty	yesterday	and
girl	kick	she	big	quickly	but
mouse	go	him	clever	slowly	because
school	sleep	we	cold	soon	although
mother	eat	us	happy	happily	until
house	play	them	sad	in	unless
car	work	you	tired	up	if
hen	write	he	dangerous	dangerously	than
city	draw	they	little	tomorrow	however
beach	swim	me	smaller	out	since

This game is a great way to practise vocab or grammar learnt over several lessons, and should be played often to revise work, varying the vocabulary and parts of speech as further work is covered.

Game #24)

Ready, Set, Take Your Positions!

Take the children out into the playground. Look around for a place where they can get *under* things, *behind, beside, between, amongst, on, in* and *over* things such as tables, benches, playground equipment, trees, bushes, and so on. Tell the children that when you call out a preposition, you are going to turn your back and count to thirty. During this time, the children must run and get into the requested position, somewhere in the playground within your view. Anyone still running and not in

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mother	eat	us	happy	happily	until
house	play	them	sad	in	unless
car	work	you	tired	up	if
hen	write	he	dangerous	dangerously	than
city	draw	they	little	tomorrow	however
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position when you turn around, after the count of thirty, scores a penalty point. Keep playing for as long as the children are enjoying themselves. Then see who has the lowest score. This player is the winner.

Game #25)

A Trip to Town:

Talk about the different types of shops in a town, such as the chemist (pharmacist), baker, butcher, newsagent, supermarket, greengrocer, bank and post office. Talk about the different items that can be bought in these shops. Also tell the children what services are offered in a bank or post office. Now you are ready for the game.

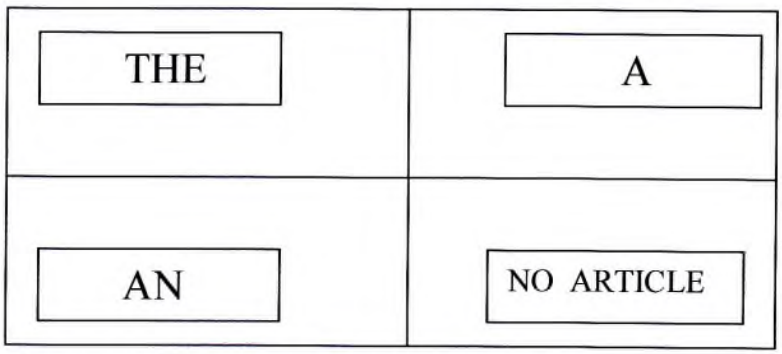
Choose several shops and put signs up around the playing area, so that the children know what each place represents. (See pages 60 & 61 of the appendix for some shop signs). Then tell the children that you are going to call out an item for them to buy. They must decide which shop would sell the item, and then run to the correct location. The first child there scores a point. Keep playing until there is an obvious winner. Shops and items to buy could include:

Greengrocer	Chemist	Post Office	Supermarket	Newsagent
apples	plasters	aerogrammes	cheese	magazine
potatoes	medicine	stamps	milk	newspaper
cauliflower	perfume	envelopes	cereal	writing paper
oranges	bandage	pay a bill	eggs	pen
tomatoes	suncream	post a letter	rice	glue
bananas	hair brush	enrol to vote	soap	postcard

Game #26)

Quarticles!

Divide the hall or playing area into quarters, using chalk to mark out the boundaries. Write the articles in each quarter as shown below:



Place all the children in the "No Article" quarter and tell them that you are going to call out some sentences with their articles missing. As you give a sentence, the children must decide what article should be used to fill in the blank, and then run into the correct quarter. The child who gets into the correct quarter first, wins a point. Any child who runs into the wrong quarter should put one hand on his head

and keep it there. When the next sentence is given, if the player runs to the right quarter, he can take his hand off his head. If he goes to the wrong quarter again, he should put both hands on his head. A child is out of the game if he has two hands on his head and goes to a third wrong quarter. Keep playing until there is only one child left or until there is an obvious winner. Sentences to use could include:

1) Peter ate ……egg. (an)
2) Anna cooked ….. potato. (a)
3) Jenny had ……orange. (an)
4) I love….peaches. (no article)
5) ….book over there is mine. (the)
6) This is my baby brother. Look at ….. big smile on his face. (the)
7) I love swimming at…..beach. (the)
8) All children love…. holidays. (no article)
9) Fathers have….. jobs. (no article)
10) ……Fruit is delicious. (no article)
11) Please give me …..apple. (an)
12) Please give me….apple that is on my desk. (the)
13) I missed….train to school. (the)
14) Do you have…. computer? (a)
15) I have …. brown hair. (no article)
16) …..sea is rough. (the)
17) ….air is clear. (the)
18) May I have….glass of milk? (a)
19) ….glass that you gave me dropped onto the floor. (the)
20) ….book I was given for Christmas is very interesting. (the)

Game #27)

Category Keyboard:

Sort the children into pairs and ask each pair to sit down on the floor, facing each other, in a line with all the other pairs. Ask the players to stretch their legs straight out with feet touching their partner's. The players should now be sitting like a piano keyboard, with each pair of legs as the keys. Tell the players that once the game starts, it is very important for them to keep their knees down and their legs still and straight, or they might get trodden on. Give each pair of players a vocab category, depending on the words you want to revise. (There may be more than one pair of players in the same category).

To play the game, call out a word from one of the categories. The players in that category must get up and run down to the end of the keyboard, stepping between each pair of legs as they go. Then they must run behind their side of the keyboard, back to the other end and then down between the legs and back to their places. The first player to sit back in his place wins a point for his side of the keyboard. Continue the game until everyone has run two or three times, and see which side of

the keyboard has scored the most points. This game can be used to test any vocabulary or grammar that needs to be practised, as well as providing the children with fun and exercise at the same time. Categories to sort the children into, and words to call out, could include:

Animals	Verbs	Clothes	School	Body
stallion	run	shirt	pencil	nose
boar	skip	skirt	rubber	face
mare	sleep	dress	sharpener	hand
drake	write	tie	exercise book	ear
sow	swim	shorts	classroom	thumb
doe	drink	underwear	textbook	elbow
fawn	eat	jumper	science	finger
kid	read	scarf	history	lips
lamb	jump	gloves	geography	teeth
ewe	go	shoes	maths	eye
ram	is	socks	English	leg
cock	have	hat	pen	foot
vixen	walk	pyjamas	teacher	arm

Game #28)

Actverbs:

Make two lists, one of verbs and another of adverbs, which can easily be acted out by the children. Then arrange the players facing towards you, evenly spread out around the playing area, so that each child has enough space to move in. Call out one verb and one adverb from the lists. The children must do their best to act out the action of the verb in the way described by the adverb. Give points for the best or most imaginative acts performed by the children, or just play for the fun of it, without scoring points. Examples of the two lists could be:

Verb	Adverb
stand	still
sit	cross-legged
lie	quietly
talk	quickly
sing	sweetly
shout	loudly
sneer	nastily
smile	happily
walk	slowly
swim	well
write	neatly
snore	noisily
crawl	silently

Verb	Adverb
look	continuously
sit	down
look	up
yawn	now

Game #29)

Tick Tock:

This game needs thirteen players per clock. Games Leaders can occupy any empty places on the clock face, if there are not quite enough players. For each clock that is playing, draw a big circle on the floor with chalk, and place numbers one to twelve as they appear on the clock face. Also place a spot in the centre of the clock where the hands go. Stand the players on the clock face at each hour, with a Games Leader or player standing on the centre spot.

Now, call out a time. Start with easy times at first, such as 3 o'clock. The players standing on the appropriate numbers must then run to swap places, while the person on the centre point must try to grab one of their places before one of the two others gets there. e.g.) For 3 o'clock, the players at number 3 and number 12 must swap places. If they swap without the centre person grabbing a place, the game continues with a new time called out, and the same centre person must try a second time. If, however, the centre person succeeds in grabbing a place on the clock face, the loser takes his place in the central position.

As the game progresses, call out half pasts, quarter to's and quarter pasts, and then move on to five, ten, twenty and twenty five minutes to and past. (Many children cannot read an analogue clock these days, so it may be a good idea to check first and give a quick revision of time-telling, if some are not sure). Make sure everyone gets a go. The younger or less able children should be given easier times than the older or more able children.

12.15 (a quarter past twelve) means that players at 12 and 3 must swap places.
5.20 (twenty past five) means that players at 5 and 4 must swap places.
8.45 (a quarter to nine) means that players at 8 and 9 must swap places.
9.55 (five to ten) means that players at 9 and 11 must swap places.

Game #30)

Person, Number, Gender, Case.

Split the players into three or four teams and sit them in their groups on the floor. In front of each team, place twelve playing cards. The cards should have each of the following words written on them, one word on each card: 1st, 2nd, 3rd, singular, plural, masculine, feminine, neuter, common, subjective, objective, possessive (see page 62 of the appendix).

Tell the players that you are going to say a sentence, and that each team must work out the person, number, gender and case of the pronoun in it. Teams must

decide quietly amongst themselves which of their cards should be used, and as soon as the answer has been worked out, a runner from each team should run with the cards to the Games Leader. The first one there should show his cards. If they are all correct, that team scores a point. If the cards are not all correct, the Games Leader should check the second team's cards, and so on, until a winning team is found. Repeat the game until a definite winning team can be chosen. Examples of sentences that could be called out are:

1) "*I* need to go to sleep now," said Wendy. (1st, singular, feminine, subjective)
2) Peter and Simon asked, "Could *we* please have a chocolate?" (1st, plural, masculine, subjective)
3) Don't be so stupid, Mary. (2nd *understood*, singular, feminine, subjective)
4) *They* are so noisy, all those people in the street. (3rd, plural, common, subjective)
5) This book belongs to *her*. (3rd, singular, feminine, objective)
6) The trousers are *his*. (3rd, singular, masculine, possessive)
7) *Whose* is this jumper? (3rd, singular, common, possessive)
8) *They* are all blunt, these pencils. (3rd, plural, neuter, subjective)
9) The teacher is very happy with *you*, children. (2nd, plural, common, objective)
10) *It* is a very heavy rock. (3rd, singular, neuter, subjective)
11) Ron lifted the rock and hurt *his* back. (3rd, singular, masculine, possessive)
12) Ron shouldn't have lifted *it*. (3rd, singular, neuter, objective)

Game #31)

Vocab Circle:

This game is especially good for practising vocabulary with ESL children, but can be enjoyed by everyone. Sit the children down on the floor in a big circle, and go around behind the players, giving each child one of the following category names: shape, colour, animal, job, body part, school, transport. Tell the children that you are going to call out a word belonging to one of the categories, and that all the children in that category should get up and run around the circle in a clockwise direction and try to be the first back to their place. The first child back home scores a point. Keep playing until everyone has run a few times and a winner can be chosen. Words to call out could include:

Shape	Colour	Animal	Job	Body Part	School	Transport
oval	pink	lion	dentist	thigh	atlas	bus
rectangle	red	tiger	doctor	calf	dictionary	ferry
cube	black	elephant	farmer	ankle	desk	pram
octagon	grey	squirrel	builder	thumb	computer	taxi
triangle	orange	rabbit	fireman	elbow	workbook	train
rhombus	brown	hedgehog	nurse	toenail	whiteboard	car
cylinder	blue	snake	teacher	knuckle	locker	van
hexagon	green	platypus	plumber	chest	ruler	lorry

Game #32)

What Did We See?

Sit the children on the floor in a big circle and say that this is a memory and vocab game. Around the circle, the children must say: "I went to....and this is what I saw. I saw a ....."

For example: "I went to the city and this is what I saw. I saw a sky scraper."

Each child has to repeat what has already been said, and then think of another suitable item to add to the list. When the children are running out of items to say, change to another location, such as the countryside, the school, the home, the zoo, the road, the workplace, the sports field, and so on, so that the children can start thinking of suitable words in the different locations.

A game might sound like this: "I went to the city and saw a sky scraper, a penthouse and a hospital. Then I went to the zoo and saw a lion, a tiger, a snake and a rhinoceros. Next I went to the countryside and saw a volcano, a cliff, a waterfall, a farm and a cow ..." and so on.

Game #33)

Conjugation Noughts and Crosses:

Split the children up into two equal teams and call one team the "Noughts" and the other the "Crosses". Get one team to wear caps for identification, or give players O or X name tags. (See pages 63 & 64 for these). Then draw a big Noughts and Crosses grid on the floor with chalk, and stand the two teams on each side of the grid, ready to play. Tell the children that this is a verb conjugation quiz. Each child will be asked a verb question when it is his turn. If a player gets the answer right, he can choose where to stand on the grid. If the player gets the answer wrong, a player on the other team can try to answer the question correctly. As the game progresses, the grid will start being filled up with children. Each team must try to get three of their own players in a row, just as in Noughts and Crosses. The first team to get three in a row wins the game. The types of questions to ask involve filling in the missing verbs. For example, tell the children that you are going to say the present simple and past simple forms of a verb, and they must give you the perfect tense of that verb. This game is extremely good practice, especially for ESL children, in learning how to use verbs correctly. Some examples are shown below:

Present Simple	Past Simple	Perfect
go	went	have..... (gone)
have	had	have..... (had)
sing	sang	have..... (sung)
swim	swam	have..... (swum)
do	did	have..... (done)
run	ran	have..... (run)
write	wrote	have..... (written)

Present Simple	Past Simple	Perfect
ride	rode	have..... (ridden)
make	made	have..... (made)
cook	cooked	have..... (cooked)
jump	jumped	have..... (jumped)
lie	lay	have..... (lain)
lay	laid	have..... (laid)
sleep	slept	have..... (slept)
dream	dreamt	have..... (dreamt)
spell	spelt	have..... (spelt)
drive	drove	have..... (driven)
lend	lent	have..... (lent)
can	could	have..... (been able)

Game #34)

Punctuation Panic!

Split the children into groups of six, and give each player a punctuation mark to pin to his shirt, so that on each team there is a comma, a fullstop, a question mark, an exclamation mark, an apostrophe and a set of quotation marks (see page 65). Stand the children in relay formation, in their teams, at one end of the room. Tell the players that you are going to call out a sentence. Each team must decide which punctuation mark the sentence contains, and then the relevant player should run down to the other end of the room, touch the wall, and try to be first home. The first player there, who ran correctly, scores a point for his team. If the sentence contains more than one punctuation mark, more than one player from each team must run. In this case, the winning team for that round is the one whose last player got home before the rest of the teams. Keep playing until everyone has run at least once, and see which team has scored the most points. Three cheers to the winners. Sentences to call out could include:

1) I turned twelve today. (fullstop runs)
2) What's the time please? (question mark and apostrophe run)
3) Oh my golly gosh! (exclamation mark runs)
4) I bought eggs, bacon, cheese and milk at the shops today. (comma and fullstop run)
5) The old woman said, "When you get to my age, you feel very wise. (comma, quotation marks and fullstop run)
6) Oh, it's freezing in here! (comma, apostrophe and exclamation mark run)
7) What a terrible stink! (exclamation mark runs)
8) Can you hear that strange noise? (question mark runs)
9) Seoul is a very big city. (fullstop runs)
10) Have you ever been to India? (question mark runs)

Game #35)

Everyday Escapades:

This game is especially for ESL students, and is aimed at helping them to cope with everyday conversation, so that they can buy a train ticket or ask for an item at the shops. The activity could be played over a three hour period, and the native English speakers in the group could help run the game along with the Games Leader.

Set up the hall or playground with stalls to represent a greengrocer's shop, butcher's shop, baker's shop, post office, bank, cinema ticket office and railway ticket office (see pages 66 & 67 for these signs). Ask the children to draw and colour in various fruits, vegetables, cakes and bread, meats, price tags, cinema tickets, train tickets, bank withdrawal forms, passport forms, water, gas and electricity bills, stamps, aerogrammes and play money, so that the game is more realistic and more fun to play.

Place a pencil, the appropriate items and price tags at each stall before beginning the game, and organise native English speaking students to man each stall. Now, tell the ESL children that this game is to practise conversation in everyday life situations. Each child should be handed an equal amount of money, plus a "passport" to show the places visited.

To start the game, ask the ESL children to go to the various stalls of their choice and buy fruit or bread, go to the bank, get a ticket to the cinema, catch a train, pay a bill, or whatever else they choose to do. Each time a child goes to a stall, he must ask clearly, in his best English, for whatever he wants. The stall holders should listen to the children's requests, give them the items asked for, and politely correct their English where necessary.

Each time a stall is visited and the requested items are asked for, the child's "passport" should be ticked by the stall holder. Play money should be used to pay for the items bought, and if a child runs out of money, he can go to the bank and withdraw more, after filling out a withdrawal slip correctly.

The game can be played until players have visited all the stalls and had all their passports ticked off, or until all the money runs out at the bank.

The game could be repeated on different occasions, changing the types of stalls to others, such as a bus station, a supermarket, a petrol station, an ice rink, a bowling alley, a hardware shop, and so on.

This game is a great way for ESL children to build up their confidence with handling real-life situations, and also encourages co-operation and team work within the native English speaking group of players.

Game #36)

What's That Word?

Prepare nine signs with the following parts of speech written on them: noun, pronoun, adjective, verb, adverb, preposition, conjunction, interjection, article (see

pages 68 & 69). Stick the nine signs in various places around the room or playground, and point them out for the players to see. If necessary, give the players a quick reminder of the function of each of the parts of speech, before starting the game. Explain to the players that you are going to call out a word, and that they must decide what part of speech the word is, without calling out to the others. As soon as they know the answer, they must run to the correct sign. The last one to reach the sign is out, after a few practice runs. Examples of words and parts of speech could be:

Words	Part of Speech
donkey, Africa, piano	noun
eat, smile, crawl	verb
Wow! Blimey! Gosh!	Interjection
under, amongst, in, at	preposition
because, until, and, but	conjunction
pretty, stupid, small	adjective
quickly, really, soon	adverb
him, everyone, it, she	pronoun
a, an, the	article

Game #37)

Noun Warfare!

Prepare a list of common and abstract nouns. Remind the players of the four different types of nouns: common, proper, collective and abstract. Make sure the children know that a common noun is the name of something that can be seen or touched, whereas an abstract noun is the name of something that is not seen or touched, but is a feeling or idea. Now split the group into two teams. One team is the *Common Nouns* and the other is the *Abstract Nouns*. Stand the teams against the walls at opposite ends of the hall. Tell them that the wall behind them is their *Home Base*. Explain that when you call out a word, the players must decide whether it is a common noun, an abstract noun, or not a noun at all. If the word is a common noun, then the *Common Noun* team can take one step forwards. If the word is an abstract noun, the *Abstract Nouns* can move forwards one step, and if the word is not a noun at all, the players must stay still. If a player moves when he shouldn't have, that player must join the other team. As the game progresses, the *Commons* and the *Abstracts* will get closer and closer together. When the teams are only two metres apart, call out "Attack!" and the *Common Nouns* must chase the Abstract Nouns and try to catch them before they reach their *Home Base*. Any *Abstract Nouns* that are caught must join the *Common Noun* team. Repeat the game, but this time, tell the *Abstract Nouns* that when you call out "Attack!", it will be their turn to chase the *Common Nouns* back to *Home Base*. Keep playing the game for as long as the children are enjoying it. Examples of Common Nouns, Abstract Nouns and Non-Nouns could be:

Common	Abstract	Non-Noun
apple, chair, jet	beauty, rage	through, she
horse, carpet, car	anger, headache	the, speak, to
pencil, hospital	fear, kindness	and, because
pillow, tomato	education, love	but, under, them
dog, girl, ant, bed	government	if, on, at, he

Game #38)

Action Story:

Prepare an action story to read to the children, or use the one shown below. Remind the children about verbs, telling them that they are mainly action words. Sit the children on the floor and tell them that you are going to read them a short story, and that whenever you say a verb, they can act out the action. An example of a simple story could be:

Last night I *was* so tired. I *kept yawning* and *stretching*, until finally, I *decided to have* a shower, *put* on my pyjamas, *clean* my teeth and *go* to bed. Although I *was* tired, it *took* a while *to go to sleep*. First my shoulder *ached*, after that I *could hear* my heart *pounding* in my ears, and then I *got* a sudden cramp in my leg. But finally I *drifted* off into "The Land of Nod". I *snored* loudly, then *tossed* and *turned* and then *started to dream.* At first I *dreamt* a beautiful dream. I *was skiing* down a soft, smooth, snowy mountain, *weaving* in and out of the fir trees, *doing* perfectly formed, round turns. I almost *felt* as if I *were flying*. Then suddenly, my dream *turned* into a nightmare. Behind each fir tree *lurked* a mediaeval knight in armour, *holding* a cross-bow loaded with a sharp arrow. Each bow *was aimed* at my head or chest, and although I *was trying to ski* as fast as I *could*, I just *couldn't escape* the evil stares of these knights. Suddenly I *heard* one of them *call* in a loud voice, "Ready". Next *came* the order *to aim*, and as I *skied* behind a tree, the command *to fire was shouted* at the top of the knight's lungs. One hundred arrows *pierced* my flesh, and I *felt* the tearing pain of every one of them. Some *went* through my heart and lungs, others *went* through my ears, eyes and throat, and some *went* into my back and stomach. And then I *was falling*, in slow motion, face down, into the snow. Nothing but blackness. No more pain. Pure silence, and then a terrible ringing in my ears. It *was* my alarm clock. Oh no! It *was* morning. Time to *get up* and *go* to work, and I *hadn't rested* all night. I *was* exhausted from my horrible nightmare!

Game #39)

Guess the Proverb:

Prepare various proverbs from page 70 of the appendix. Talk about proverbs to the players, telling them that they not only teach a lesson about life, but also add colour to our language, and are a part of our linguistic heritage. Give some examples of proverbs and explain their meaning to the children. Give some more examples

inside whole sentences and see if the children can work out what they mean from their context. Now you are ready to play the game.

Split the players up into groups of three to five children and hand out a different proverb, on a slip of paper, to each group. Ask the groups to plan a mime for their particular proverb, so that they can act it out in front of the others. The on-lookers can have three tries at guessing which proverb each mime refers to. Whichever group guesses correctly wins a point. If they can also explain clearly what the proverb actually means, they can score another point. The group that has just mimed the correctly guessed proverb also scores a point. If no-one can guess the proverb, the actors should state what the proverb is, and then explain what it means to the onlookers. If the explanation is correct, the group scores itself a point. Keep playing until every group has mimed its proverbs. Finally see which group has scored the most points. These are the *Proverb Champions*. Examples of proverbs could include some of those shown below:

Proverb	Meaning
Absence makes the heart grow fonder.	When someone is away, you like them more.
A bird in the hand is worth two in the bush.	What you actually have is worth more than something you might be able to get.
A drowning man will clutch at a straw.	Someone in serious trouble will try anything to save himself.
A stitch in time saves nine.	Mend something that's broken straight away, before it gets worse and is harder to fix.
A watched pot never boils.	If you stand around waiting for something to happen, it will seem to take forever.
Beggars can't be choosers.	Poor people can't be fussy about the things they are given.
Better late than never.	It's better to do something, even if it's done late, than not to do it at all.
Birds of a feather flock together.	People who are similar make friends with each other.
Curiosity killed the cat.	Being too curious and nosey can get you into trouble.
Don't put all your eggs into one basket.	Don't put all your savings in one place, or direct all your hopes in one direction, because if something goes wrong, you might lose the lot.

Proverb	Meaning
Don't count your chickens before they hatch.	Don't depend on something which you don't yet have.
Don't cross the bridge until you come to it.	Don't worry about things which you can't yet do anything about.
Empty vessels make the most sound.	Ignorant people talk the most.
Every cloud has a silver lining.	There's always something good in everything.
Forbidden sweets taste sweetest.	We like doing things that we're not supposed to do.
Let not the pot call the kettle black.	Don't criticise others for things you do yourself.
Let sleeping dogs lie.	Don't stir up trouble when all is going well.
People who live in glass houses shouldn't throw stones.	Don't criticise others when you have faults yourself.

Game #40)

What Type?

Prepare four signs from pages 71 &72, and stick them on the four walls of the room: statement, question, command, exclamation.

Revise the four different types of sentences with the players, and remind them of the correct punctuation to use for each type. Point out the four signs on the walls and tell the children you are going to read out a variety of sentences to classify. As soon as the players know what type of sentence has just been read, they must run to the appropriate sign. The first player to the sign scores a point. Keep playing for as long as the children are having fun, and then find a winner. Examples of sentences could include:

I don't like hot weather. (statement)
Be quiet while I speak to you. (command)
What's the time, please? (question)
Oh no! I've missed the bus! (exclamation)
Elephants are very intelligent. (statement)
Are elephants very intelligent? (question)
Go and feed the elephants. (command)
Elephants live in India and Africa. (statement)
Good grief! There's an elephant in my garden! (exclamation)

Game #41)

Who am I?

Talk about some famous books, films, television shows and nursery rhymes and then discuss some of the well-known characters in them. Now ask the players to think about one of their own favourite, scariest, funniest or nastiest characters, and

get them to think up some clues they could tell the others to help them guess which character is on their mind. Let the children take it in turns to give their clues to the other players, and see how many characters can be guessed correctly. Advise the players not to make the clues too easy or too difficult, and not to pick a character that the other players might not know. A set of clues might be given in the following way:

I am an English schoolboy.
I wear glasses.
I go to a brilliant school.
My best friend has red hair.
I'm handy with a wand.
Who am I?
(Answer: Harry Potter)

Other characters could include:
Indiana Jones, Superman, Mario, Oliver Twist, Inspector Gadget, Sherlock Holmes, Batman, Humpty Dumpty, Jack Sprat, Peter Peter Pumpkin Eater, Little Miss Muffet, the Hobbit, Donald Duck, or any well-known character that is fashionable at the time.

Game #42)

How's It Done?

Prepare a set of verb cards, each with a different action to be mimed. Also make a set of adverb cards telling how the action should be done (see pages 73 & 74).
Now, sit the children on a big circle drawn on the hall floor, or outside on the ground, and remind the players about the function of verbs, telling them that verbs can be "doing, being or having" words. Say that this game concentrates on the "doing" words. Then revise the job of adverbs, reminding the children that:
Adverbs of Time tell *when* an action is done: e.g.) soon, yesterday, later, now.
Adverbs of Place tell *where* an action is done: e.g.) up, on, over, back, here, there.
Adverbs of Manner tell *how* an action is done: e.g.) quickly, fast, dangerously.
Say that this game will concentrate on *adverbs of manner*. Show the children the two piles of cards in the centre of the circle and tell them that one is a verb pile and the other is an adverb pile. To play the game, the players must take it in turns to go to the centre of the circle, pick up the top card from each pile, and then act out the action, in the manner described, for the others to guess. If the actor needs to move to another part of the room, or needs another player to help with the action, that is fine. Whoever guesses the action correctly wins a point, as does the actor for doing the action clearly. Carry on until everyone has had a go, and see who has the most points. Alternatively, don't fuss with scores; just let the one who guesses the action correctly have the next turn as the actor for his reward. Examples of verbs and adverbs could include:

Verb	Adverb	Verb	Adverb
Talk	quickly	Stamp	angrily
Run	slowly	Whisper	secretively
Snore	loudly	Ask	politely
Smile	sweetly	Sleep	soundly
Act	strangely	Step	carefully
Nag	continuously	Cry	sadly

Game #43)

What's That?

Prepare a shopping bag containing various objects. Sit the children in a semi-circle so they can see whatever gets pulled out of the bag. Tell the children that an Alien has recently arrived from another planet, and that he has collected a bag of objects which are totally strange to him. He wants to show the students what he's collected, and he will ask a person of his choice to describe the purpose of the object. When asked, the student should be careful to give a good, simple but accurate description of the object and its use, so that the Alien will understand.

To start the game, pick an Alien from the players and ask him to sit in front of the semi-circle with the bag of objects. Ask the Alien to pick out just one object, show it to the students, and choose one of them to explain the item's use. Make sure the Alien asks a different person each time he pulls something out of the bag, so that everyone gets a turn to speak. Objects could include items like these: pencil, peg, ball, chocolate, water pistol, egg, can of drink, camera, glove, book, cap, radio, CD disk, sponge, box of tissues, fork, spoon, bowl, mobile phone, clock.

N.B. Do not allow the children to use slang or sloppy language. Encourage them to express themselves well by being concise and specific. Words like "thing" and "stuff" should be avoided.

Game #44)

Circular Story:

Draw a big circle on the floor or ground and sit the children on it. Tell them that you are going to start telling them a story, but that they have to take turns around the circle to develop and then finish it. The story should be well-told, and include an introduction, a detailed development, an exciting climax and a well-rounded conclusion. Every child should add two or three sentences, keeping the structure of the story in mind. The story should be nearing the end by the time the last student's turn is reached, so that he can give a conclusion to the story. The Leader should open the introduction with something like the following:

"Many years ago, in a land far away, there lived a clever magician who could travel through time and space…"

Game #45)

Punctuation Relay:

Divide the players into equal teams, and stand them in relay fashion up at one end of the hall. Place a pencil and numbered answer sheets (see pages 75 & 76) down at the other end, in line with each team. Revise the use of all the punctuation marks known to the age group that is playing, and then you are ready to play the game.

Tell the players that you are going to read out a sentence, and the players at the front of the relay lines should decide which punctuation should be used in that sentence, *without the help of their team members*. They should then run down to their answer sheets, and write out the whole sentence, complete with correct punctuation. Make sure that Players #1 put their answers at #1 on the answer sheet, and so on. The players cannot ask you to repeat the sentence, so everyone must be quiet and concentrate. At the end of the game, collect and mark the answer sheets and announce the winning team. An example of a perfectly done answer sheet could look something like the one shown below:

#	Punctuation
1)	How old are you?
2)	Jane has red hair.
3)	Here's a list of things for you to buy: eggs, tomatoes, potatoes, mushrooms, cheese, bread, milk.
4)	Goodness gracious me!
5)	Is that the time? I'm late!
6)	"Good work!" the teacher said to Paul.
7)	I fixed the woman's shoes.
8)	John fixed the women's shoes.
9)	There were three boys. I fixed all the boys' shoes.
10)	The ghost whispered, "I've come to scare you!"
11)	I saw "The Lord of the Rings" at the cinema.
12)	Dickens' novels are longer than Orwell's.
13)	Who's got whose shoes?
14)	There are their cars, parked outside the house where they're staying.
15)	Dad said, "Please put out the rubbish bin."
16)	It's your turn to wash the dishes.
17)	The cat licked its sore paw.
18)	There were oysters and cheese on the table; I had the oysters.
19)	Do the exercise on fractions (p.42) and then write your essay.
20)	I heard Mrs. Brown yelling- she has a terrible temper- and then cups and saucers started flying!

Game #46)

Mother, Father and Baby:

Place five signs from page 77 around the hall with the following animal names: horse, cow, sheep, goat, pig. Also, with chalk, draw five long lines across the hall floor that the children can stand along. On each of these lines put the following animal names from page 78: swan, deer, fox, duck, goose.

Tell the children that there is often a common name that applies to a certain type of animal, and also more specific names that refer to the mother, father and baby of that particular animal. For example: *cat* is the common name, while *tomcat* refers to the father, *cat* refers to the mother, and *kitten* refers to the baby.

Now point out the various signs on the walls and floor around the hall and explain that when you call out a particular animal name, the children should run to the appropriate sign. For example, if *drake* is called out, then the players must run to the *duck* sign, as *drake* refers to a father duck.

The first player to reach the correct spot wins a point, and the last player to reach it should put his hands on his head for the next turn. Any players who run to the wrong place before going to the correct spot should also put their hands on their heads for the next turn. At the end of the game, see who has the most points, and also see who hasn't had to put their hands on their heads during the game. These are the winning players. The list below may be helpful:

Common Name	**Mother**	**Father**	**Baby**
horse	mare	stallion	foal
cow	cow	bull	calf
sheep	ewe	ram	lamb
goat	nanny-goat	billy-goat	kid
pig	sow	boar	piglet
swan	swan	cob	cygnet
deer	doe	stag	fawn
fox	vixen	fox	cub
duck	duck	drake	duckling
goose	goose	gander	gosling

Game #47)

Clever Clogs:

Teach the older children the grammatical concepts of mood, voice, noun, adjectival and adverbial phrases and clauses, plus simple, compound and complex sentences. Once they are confident with these structures, give them each a sheet from page 79 and tell them that when you call out one of the concepts, they should construct their own example of such a sentence. For example: a) *Active Voice*: I went to the park. b) *Subjunctive Mood:* I wish I were able to fly. c) *Noun Phrase:* Playing sport keeps you fit. d) *Complex Sentence:* I went to sleep *because I was so tired.* e) *Adjectival Clause:* Mr. Brown, who turned one hundred yesterday, is very kind.

Game #48)

In the Mood:

Teach or revise the four moods used in English sentences: indicative, imperative, interrogative and subjunctive. Then divide the players into two equal-sized teams, and ask them to sit down on the floor in two straight lines, facing each other, with feet touching in the middle. Each pair of players with feet touching should now be given a mood to remember as their own identity. Tell the players that once the game starts, it is very important for them to keep their knees down and their legs still and straight, or they might get trodden on.

To play the game, call out a sentence for the children to identify. Players should quietly work out the mood of the sentence for themselves, and once registered, the children with that identity should get up and run down to the front of the line, stepping between each pair of legs as they go. Then they must run behind their team members, back to the other end of the line and down between the legs, to their places. The first player to sit back in his place wins a point for his team. Continue the game until everyone has run two or three times, and see which team has scored the most points. Sentences to identify could include:

1) I woke up one night and met the Tooth Fairy. (Indicative)
2) What did you ask her? (Interrogative)
3) I asked her what she did with all the teeth she collected. (Indicative)
4) "Go back to sleep", she ordered. (Imperative)
5) I wish I were a Tooth Fairy. (Subjunctive)
6) Make your bed and polish your shoes before breakfast. (Imperative)
7) Have you done all your homework? (Interrogative)
8) It is necessary that you be here by 8 o'clock tomorrow. (Subjunctive)
9) David looked as though he were completely lost in the mist. (Subjunctive)
10) Grammar teaches you to think clearly and logically. (Indicative)
11) Do you know what a gerund is? (Interrogative)
12) Please make me a cup of tea, Jack. (Imperative)

Game #49)

Phrase or Clause?

Remind the children of the difference between phrases and clauses, and revise the types: adjectival, adverbial and noun. Then draw two big circles on the ground with chalk, and write "*Phrase*" in one and "*Clause*" in the other. Make each one big enough for most, but not all, of the children to stand in. Sit the children down on the ground, cross-legged and facing away from the circles. Tell them that when you call out a group of words, they must work out quietly to themselves whether it contains a phrase or a clause. As soon as the players know the answer, they should get up and stand inside the correct circle. Any players who are too slow to fit into the circle gain a penalty point, but can keep playing. Play for ten rounds and then see who has the lowest score. This player wins the game. Examples of groups of words to call out could include:

1) at the beach (Phrase)
2) when it rained (Clause)
3) who is top of the class (Clause)
4) to be or not to be (Phrase)
5) because I said so (Clause)
6) talking loudly (Phrase)
7) at the end of the rainbow (Phrase)
8) that you should come with me (Clause)
9) being clever (Phrase)
10) where nobody would find them (Clause)
11) with a sausage on top (Phrase)
12) he put a sausage on top (Clause)
13) whom I met yesterday (Clause)
14) with an evil grin (Phrase)

Game #50)

Analyse That!

Revise sentence types, reminding the children of the difference between a simple, compound and complex sentence. Now, sit the players down in a big circle on the floor and hand a football to one of them. Tell the players that you are going to say a sentence, and once it is said, the ball should be passed around the circle from one player to the next. While the ball is moving, the children should be quietly analysing the sentence so that when you say "Stop", whoever is holding the ball must be ready to tell you the answer. If the player is correct, he scores a point. Keep playing until everyone has analysed two or three sentences. Check the scores to see who has done the best. This is the Analyst Superior! Examples of sentence types to analyse could include:

1) I have a beautiful, golden labrador. (Simple)
2) His name is Monty and he has just turned eight. (Compound)
3) He is a gentle, obedient, intelligent creature. (Simple)
4) He follows me everywhere because he loves me. (Complex)
5) I love him too. (Simple)
6) Do you have a dog? (Simple)
7) I used to have a pet rat, before I got Monty. (Complex)
8) She was the cutest, sweetest, little dumpling of a rodent. (Simple)
9) Rats are very loving and intelligent pets, and they like to keep themselves spotlessly clean. (Compound)
10) Did you know that a rat won "Pet of the Year" last year? (Complex)
11) Looking after a pet helps children to become caring and considerate of others, and also gives them a faithful friend to play with. (Compound)
12) If I couldn't have a pet, life wouldn't be quite the same. (Complex)

Games Resources:

On the following pages are some useful resource materials for the games in this book. Photocopy the sheets needed, ready for the games that you choose to play.

COMMON

PROPER

ABSTRACT

(Game #2, ×1)

Time Manner Place

Time Manner Place

Time Manner Place

Time Manner Place

(Game #5, × 1)

RIGHT

WRONG

(Game #6, 1 per player)

A

An

The

(Game #9, 1 per player)

Instruments

Clothes

Jobs

Landscapes

(Game #11, ×1)

Long

Short

Medium

(Game #12, ×1)

Sound	Phonic Group	Examples
Short a	a	cat, hat, back
Medium a	a	jam, fan, sand
Long a	a..e	gate, game, snake
	ai	rain, mail, maid
	ay	day, play, stay
	ei/ eigh	vein, weight, neighbour
Short e	e	bed, gem, peg
	ea	head, health, bread
Medium e	air	hair, stairs, fair
	are	mare, care, dare
	ere	there, where
	ear	bear, pear
Long e	ee	tree, bee, feet
	ea	seat, heat, team
	ie	thief, belief
	....y	baby, sorry, lady
	..ey	money, monkey
Short i	i	win, lip, hit
Medium i	ear	ear, fear, dear
	eer	queer, deer, steer
Long i	i..e	time, bike, lie
	ig/ igh	sign, thigh, light
	..y	dry, cry, spy
	ei/ eigh	either, height
Short o	o	fox, lot, dog
	a	was, watch, want
Medium o	or/ ore	horse, story, more
	oor	door, poor, floor
	au/ augh	sauce, fault, daughter
	aw	claw, saw, awful
	al	talk, walk, ball, tall
	ough	thought, brought
Long o	o..e	bone, home, toe
	oa	boat, goat, coal
	..ow	window, grow, show
	…o	go, tomato, piano

(Game #12, ×1)

or	**ar**	**aw**	**ng**	**ph**	**wh**	**oa**	**ay**
oy	**ai**	**oi**	**nk**	**u..e**	**i..e**	**a..e**	**o..e**
oo (short)	**th (hard)**	**ch**	**sh**	**igh**	**….y**	**ee**	**ea**
..y	**ey**	**au**	**er**	**ir**	**ur**	**ear**	**are**
oo (long)	**th (soft)**	**kn**	**ew**	**air**	**ow**	**lazy end**	**ie**

(Game #14; ×4)

COMMON NOUN

PROPER NOUN

ABSTRACT NOUN

(Game # 16, ×1)

COLLECTIVE NOUN

GERUND

(Game # 16, ×1)

NOUN

PRONOUN

(Game # 19, ×1)

DESCRIPTIVE ADJECTIVE

LIMITING ADJECTIVE

(Game # 19, ×1)

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

12 _____

13 _____

14 _____

15 _____

(Game # 20, ×3)

WEATHER and SEASONS

FOOD and DRINK

(Game # 22, ×1)

LANDSCAPES

BUILDINGS

HOUSEHOLD ITEMS

(Game # 22, ×1)

noun	noun	noun	noun	noun
noun	noun	noun	noun	noun
noun	noun	noun	noun	noun
noun	noun	noun	noun	noun
noun	noun	noun	noun	noun

(Game # 23, 1 sheet per 8 players)

pronoun	pronoun	pronoun	pronoun	pronoun
pronoun	pronoun	pronoun	pronoun	pronoun
pronoun	pronoun	pronoun	pronoun	pronoun
pronoun	pronoun	pronoun	pronoun	pronoun
pronoun	pronoun	pronoun	pronoun	pronoun

(Game # 23, 1 sheet per 8 players)

verb	verb	verb	verb	verb
verb	verb	verb	verb	verb
verb	verb	verb	verb	verb
verb	verb	verb	verb	verb
verb	verb	verb	verb	verb

(Game # 23, 1 sheet per 8 players)

adverb	adverb	adverb	adverb	adverb
adverb	adverb	adverb	adverb	adverb
adverb	adverb	adverb	adverb	adverb
adverb	adverb	adverb	adverb	adverb
adverb	adverb	adverb	adverb	adverb

(Game # 23, 1 sheet per 8 players)

adjective	adjective	adjective	adjective	adjective
adjective	adjective	adjective	adjective	adjective
adjective	adjective	adjective	adjective	adjective
adjective	adjective	adjective	adjective	adjective
adjective	adjective	adjective	adjective	adjective

(Game # 23, 1 sheet per 8 players)

conjunction	**conjunction**	**conjunction**	**conjunction**	**conjunction**
conjunction	**conjunction**	**conjunction**	**conjunction**	**conjunction**
conjunction	**conjunction**	**conjunction**	**conjunction**	**conjunction**
conjunction	**conjunction**	**conjunction**	**conjunction**	**conjunction**
conjunction	**conjunction**	**conjunction**	**conjunction**	**conjunction**

(Game # 23, 1 sheet per 8 players)

preposition	**preposition**	**preposition**	**preposition**	**preposition**
preposition	**preposition**	**preposition**	**preposition**	**preposition**
preposition	**preposition**	**preposition**	**preposition**	**preposition**
preposition	**preposition**	**preposition**	**preposition**	**preposition**
preposition	**preposition**	**preposition**	**preposition**	**preposition**

(Game # 23, 1 sheet per 8 players, optional)

GREEN GROCER

CHEMIST

POST OFFICE

(Game # 25, ×1)

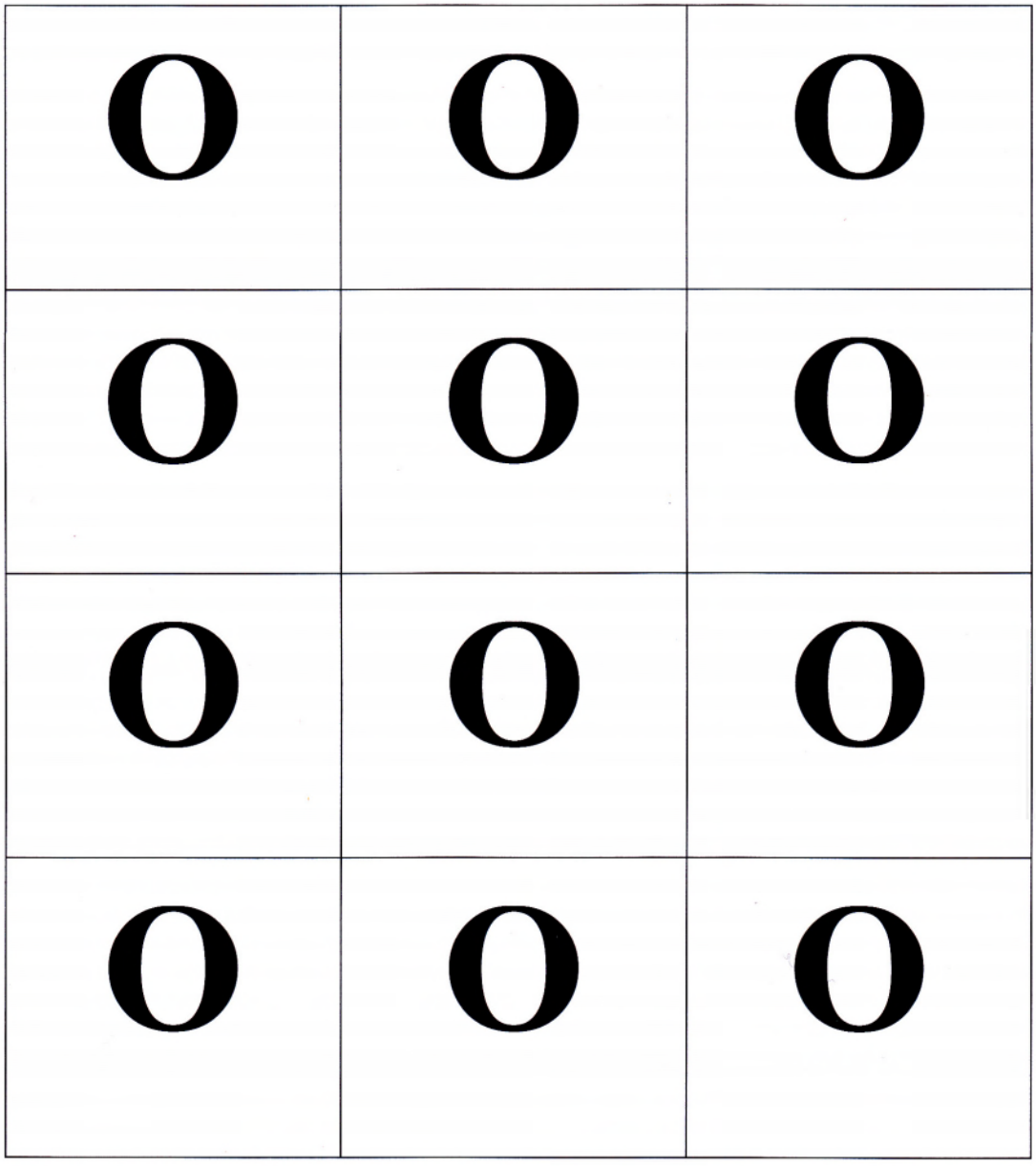
SUPER MARKET

NEWSAGENT

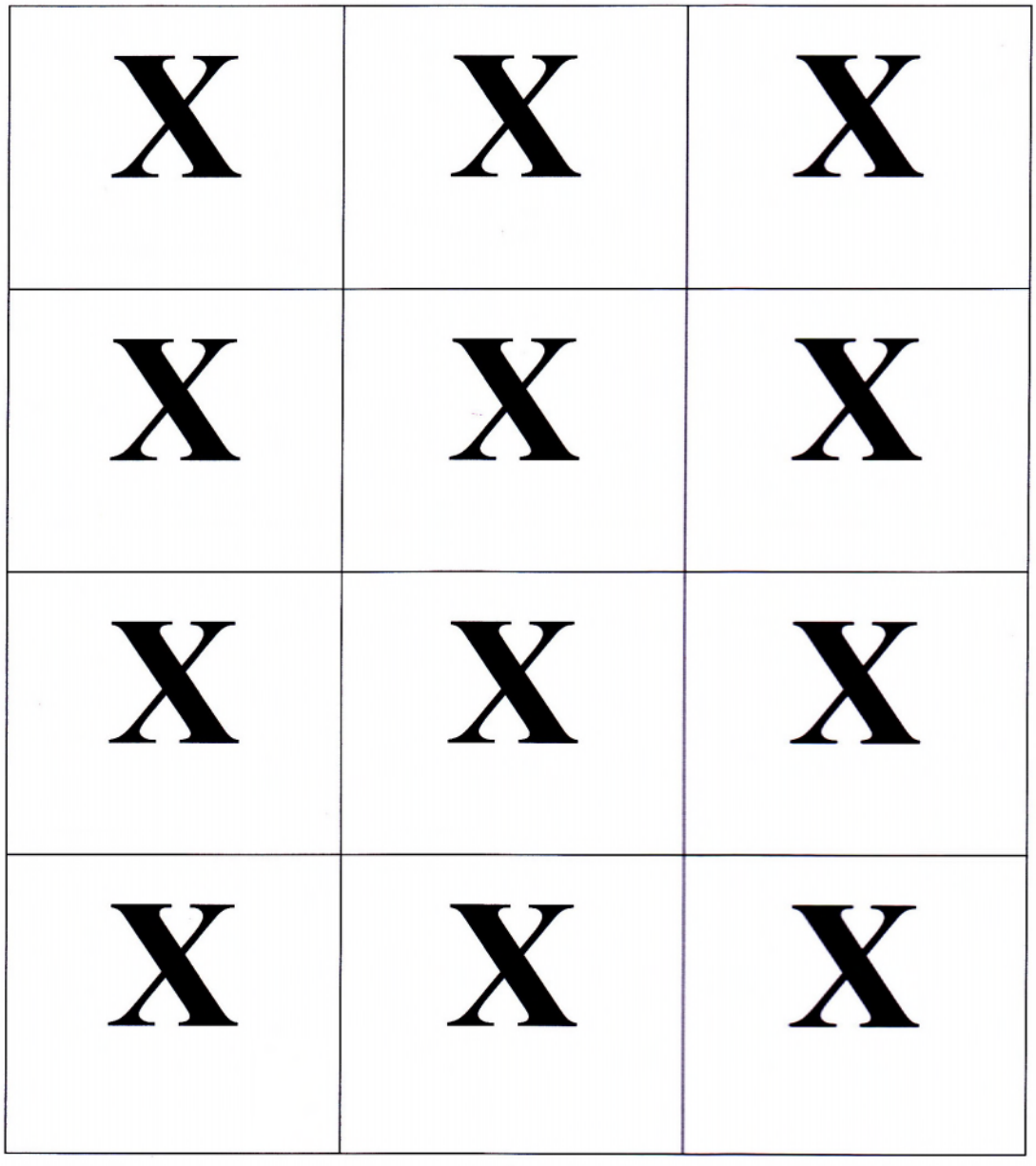
(Game # 25, ×1)

1st	2nd	3rd
Singular	Plural	Masculine
Feminine	Neuter	Common
Subjective	Objective	Possessive

(Game #30, 1 sheet per team)



(Game # 33, ×1)



(Game # 33, ×1)

FULLSTOP **.**	**FULLSTOP** **.**
COMMA **,**	**COMMA** **,**
QUESTION MARK **?**	**QUESTION MARK** **?**
EXCLAMATION MARK **!**	**EXCLAMATION MARK** **!**
QUOTATION MARKS **“ ……”**	**QUOTATION MARKS** **“ ……”**

(Game # 34, ×4)

RAILWAY TICKET OFFICE

CINEMA TICKETS

POST OFFICE

(Game # 35, ×1)

BANK

BAKER

BUTCHER

GREENGROCER

(Game # 35, ×1)

NOUN

VERB

ADJECTIVE

(Game # 36, ×1)

ADVERB

PRONOUN

CONJUNCTION

(Game # 36, ×1)

Absence makes the heart grow fonder.	**Don't put all your eggs into one basket.**
Don't count your chickens before they hatch.	**Curiosity killed the cat.**
Don't cross the bridge until you come to it.	**Birds of a feather flock together.**
Empty vessels make the most sound.	**Better late than never.**
Every cloud has a silver lining.	**Beggars can't be choosers.**
Forbidden sweets taste sweetest.	**A watched pot never boils.**
Let not the pot call the kettle black.	**A stitch in time saves nine.**
Let sleeping dogs lie.	**A bird in the hand is worth two in the bush.**
A drowning man will clutch at a straw.	**People who live in glass houses shouldn't throw stones.**

(Game #39, ×1)

PREPOSITION

INTERJECTION

ARTICLE

STATEMENT

(Game # 40, ×1)

QUESTION

COMMAND

EXCLAMATION

(Game # 40, ×1)

TALK	**STAMP**
RUN	**WHISPER**
SNORE	**ASK**
SMILE	**SLEEP**
ACT	**STEP**
NAG	**CRY**

(Game #42, ×1)

QUICKLY	**ANGRILY**
SLOWLY	**SECRETIVELY**
LOUDLY	**POLITELY**
SWEETLY	**SOUNDLY**
STRANGELY	**CAREFULLY**
CONTINUOUSLY	**SADLY**

(Game #42, ×1)

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

8) _____

9) _____

10) _____

(Game #45, × number of teams in game)

11) _____

12) _____

13) _____

14) _____

15) _____

16) _____

17) _____

18) _____

19) _____

20) _____

(Game #45, × number of teams in game)

HORSE

COW

SHEEP

GOAT

PIG

(Game #46, × 1)

SWAN

DEER

FOX

DUCK

GOOSE

(Game #46, ×1)

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

12 _____

13 _____

14 _____

15 _____

(Game # 47, ×1 sheet per player)

Other Books Published by the Author:

- *All You Need to Know About Grammar,* (Excel Essential Skills for Grades 5-10), Pascal Press, Australia, 2003
- *Everyday Spelling and Grammar,* (Blake's GoGuides), Pascal Press, Australia, 2003
- *English for Everyone, Books 1 & 2,* Lulu.com, U.S.A., 2007
- *Games for Fun, Fitness and Learning,* Lulu.com, U.S.A., 2007

Fun, Fitness and Learning Website: **www.funfitnesslearning.com**

Check out the author's website for regularly updated ideas on:

- Games and Home-schoolers' Activities
- Topics for Writing Practice
- General Knowledge Quizzes
- Other Books by the Author

About the Author:
Kathi Wyldeck lives in Sydney, Australia. She has had broad experience in both the arts and sciences, working at hospitals and universities as a biological technician in clinical endocrinology and molecular genetics research, and more recently as an English tutor, and author of five grammar books. As a mother of three active boys, she has spent a decade as a Cub Scout Leader, organising games programmes for groups of energetic children, as well as home-schooling her third child. She runs a website of games and learning activities at www.funfitnesslearning.com, which is updated weekly. Her recreational interests over the years have included surfing, hiking, alpine and cross-country skiing, skydiving, hot-air ballooning, astronomy, history and world travel. She regards the fun and games involved in rearing and educating her own children, her Cubs and her English pupils as the highlights of her life.

About the Book:
"Grammar and Vocabulary Games for Children" is a resource book for teachers and home-schooling parents who want to make their children's grammar and vocabulary lessons fun. Grammar, punctuation, phonics, vocabulary and proverbs are all presented in the form of fifty active games. At the end of a formal lesson, these activities can be given as a reward for hard work, or to reinforce the topic just studied. For restless children who need to stretch their legs and let off steam before they knuckle down to further work, the games presented in this book provide the perfect solution. Several of the vocabulary games are designed to help ESL students to practise their new words, and all the games encourage children to listen, concentrate and stay focused on the topic of study. The activities are aimed at 7 to 13 year olds. Grammar lessons and vocabulary building will never be boring when children are offered the games in this book.

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